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ABSTRACT

This guide is intended to assist instructors and administrators in improving the vocational education of special needs students by providing supplemental services that have been authorized by the Carl D. Perkins Vocational Education Act of 1984. Discussed in a section on the implications of the act for disadvantaged and handicapped students are the law's vocational and prevocational mandates, vocational assessment, supplemental services, and identification of students. The second section covers in-class, out-of-class, and out-of-school instructional supportive services from the standpoint of the vocational instructor's role in providing supplemental services. Career awareness/prevocational counseling and exploration, vocational counseling, and parent-teacher contact are covered in a section on guidance counseling and career development. The fourth section, which deals with transitional services, outlines procedures for identification of job opportunities, job placement, and student followup. Concluding the guide is a section on corrective and other supplemental services. An appendix contains a brief bibliography of suggested sources of written and audiovisual materials and a sample listing of out-of-school support agencies. (MN)

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Supplemental Services For Special Needs Students In Vocational Education Programs:

GUIDELINES FOR IMPLEMENTATION

Under The Provisions Of The Carl D. Perkins Vocational Education Act Of 1984 (P.L. 98-524)

Produced By:
West Virginia Department of Education
Bureau of Vocational, Technical and Adult Education
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Charleston, West Virginia 25305

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West Virginia Department of Education

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PREFACE

Handicapped and disadvantaged students, referred to as **students with special needs,** are required by law to be provided with a "free and appropriate public education" in the **least restrictive environment.** Many of these students are therefore being **mainstreamed** into regular education programs--being taught to the greatest extent possible in regular classrooms with nonspecial needs students--with the assistance of special or **supplemental services** as needed.

These guidelines have been developed to suggest ways for improving the vocational education of special needs students by providing supplemental services to best meet their individual needs. Although the process of identifying students as having **special needs** and prescribing specific supplemental services involves the combined efforts of a number of school supplemental and specialists, these Guidelines are aimed primarily at two audiences.

First is the vocational instructor and that instructor's role in providing the described supplemental services to special needs students. Specifically, the instructor should be able to identify (1) what supplemental services can be provided to special needs students in vocational programs and what function they serve; (2) which of these services the instructor can take responsibility for providing, and in what capacity; and (3) if a student requires support that the vocational instructor is not qualified or otherwise able to provide, which individual or individuals can provide that service, and how the vocational instructor can arrange for the student to get that service.

These guidelines may also be utilized by local school administrative personnel as a means of identifying supplemental services that can and should be made available to special needs students; which personnel can be designated to provide those services; and what facilities, materials, and equipment may be necessary to provide supplemental services.

SECTION I

Carl D. Perkins Vocational Act's Implications for Disadvantaged and Handicapped

Some Mandates

The Carl D. Perkins Vocational Education Act is a dynamic piece of legislation which mandates local education agencies to increase and improve vocational opportunities for individuals with disadvantaged and handicapping conditions. These mandates are to:

1. Increase and improve career development services which will help ease the transition from secondary to post-secondary or to employment,
2. Increase supplemental services to help students achieve marketable skills,
3. Provide a process for assessing vocational and career development needs,
4. Increase the awareness of parents and students of vocational education opportunities,
5. Improve coordination of services at the state and local levels,
6. Assure equal access to the full range of vocational programs to currently underserved populations.

This document is designed to assist local and state agencies in meeting these mandates. It is not meant to provide a "cookbook approach" to implementing a single, highly structured, service delivery model. Instead, it is hoped that with a knowledge of the mandates of the federal legislation and an understanding of various strategies and techniques, local education agencies will be able to provide special services which will enhance the participation of handicapped and disadvantaged individuals in vocational education programs in a manner which will best address the special needs of the student.

There are six major provisions of the Act which must be considered when planning program service delivery systems for special needs students at local levels. These provisions are as follows:

1. Funds set aside for handicapped and disadvantaged students can only be used for supplemental or additional staff, equipment, materials, and services (not provided to other individuals in vocational education) that are essential for (these) individuals to participate and succeed in vocational education.
2. If the conditions of handicapped and disadvantaged students require separate programs, each local education agency may use funds only for the costs of services and activities in separate vocational education programs for handicapped and disadvantaged individuals which exceed the average per pupil expenditures for the comparable regular vocational education services and activities in that local education agency.
3. Vocational education for handicapped individuals must be provided in the least restrictive environment in accordance with section 612(5)(B) of the Education of the Handicapped Act and will, whenever appropriate, be included as a component of the Individualized Education Plan (IEP). The IEP must be planned through the coordination of appropriate representatives of vocational education and special education. (Potential vocational teachers or teachers of vocational programs in which students are enrolled.)
4. Each handicapped and disadvantaged student enrolled in vocational education programs shall receive:
   - An assessment of the interests, abilities, and special needs of that student with respect to completing successfully the vocational education program;
   - Special services, including adaptation of curriculum and instruction, equipment, and facilities designed to meet specific student needs as determined by assessment;
   - Guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services;
   - Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

5. Each local education agency that receives an allocation of funds for disadvantaged and handicapped students shall provide information to handicapped and disadvantaged students and their parents concerning the opportunities available in vocational education and eligibility requirements for enrollment. This is to be provided at least one year before the students enter the grade level at which vocational education programs are first generally available but in no case later than the beginning of the ninth grade.
6. If a school at which seventy-five percent of the students enrolled are economically disadvantaged, the local education agency may use these funds for the acquisition of modern machinery and tools for that school.

PRE-VOCATIONAL MANDATES

The law mandates that certain activities be performed before the student enters vocational programs. These activities are performed to assure that handicapped and disadvantaged students have equal access to the full range of vocational programs available in the school. Most of these services must be provided while the student is in eighth grade and in no case, later than the beginning of the student's ninth grade year. Services under the category of outreach include:

1. Activities designed to recruit students for participation in vocational programs,
2. Notification to parents and students regarding vocational education program offerings and eligibility requirements.
3. Orientation sessions for parents and students,
4. Individual conferences with students and parents,
5. Vocational program placement activities, and
6. Assessment services to determine the least restrictive vocational placement for handicapped students.

If an local education agency elects to receive an allotment of disadvantaged and handicapped funds, every effort must be made to recruit disadvantaged and handicapped students for participation in vocational programs. All disadvantaged and handicapped students and their parents must be informed of the vocational opportunities available and the eligibility requirements for enrollment at least one year before the student enters ninth grade.

Funds targeted for this population may be used to pay the cost of these services if they are not provided for nonhandicapped and nondisadvantaged students.

Planning Considerations

Notifications to students and their parents may be conducted in conjunction with the local education agencies efforts to meet civil rights guidelines through public notifications such as advertising through newspapers, radio and television or announcements through posters, flyers, brochures and other written presentations. Other strategies may include conferences with parents and students, orientation sessions, presentations at Parent-Teacher Association meetings or vocational course enrollment information, including course descriptions, that is usually distributed to all students at the eighth grade level.

VOCATIONAL ASSESSMENT

A primary role of vocational support personnel, counselors or vocational teachers will be to provide students with an assessment of their interests, abilities and special needs with respect to completing successfully their vocational education programs.

Vocational assessment is a process conducted over a considerable period of time, rather than an event occurring at a given point.

Vocational assessment constitutes a holistic approach which considers many factors which may influence an individual's total career development, and is an important component for special needs students in order to have a valid basis for placement. Vocational Assessment could consist of the following areas: Aptitude test, interest inventories, vocational capacity scale, enabling skills, work samples, "hands-on" experience, expressed interest, teacher observation (work performance and work behavior), student attitude sheets, achievement levels (especially math and reading), developmental history, and mental ability tests.

This process must include all of the components listed below. The service delivery process should be on-going, beginning with eighth grade pre-vocational experiences, and should include strategies for providing follow-up assessment as needed by the student.

I. Interest survey
   - A. Interest tests
   - B. Interest determined through interviews with professionally trained personnel or
   - C. Interest determined through exploration in a prevocational program.

II. Assessment of abilities
   - A. Academic development
     1. Information from the California Achievement Test or
     2. Information derived from the diagnostic process provided through Division for Exceptional Children.
   - B. Vocational aptitudes
     1. Hands-on dexterity, coordination, form perception and spatial relations tests
     2. Observed job/classroom tryouts

III. Assessment of learning styles
   - A. Collect information from diagnostic section of the IEP or
   - B. Administer learning styles assessments

IV. Special Needs
   - A. Complete a career development plan for each disadvantaged and handicapped student that will document the following special services that may be needed:
     1. Additional instruction
     2. Additional counseling
     3. Curriculum adaptation
     4. Remediation in basic skills related to vocational program
     5. Job placement
     6. Equipment modifications
     7. Additional equipment
     8. Cooperative education or work experiences

Several vocational assessment systems are available commercially. It is important to note that no single system will adequately satisfy the mandates of the law.

Systems that may be considered:

1. Interest Inventories

Interest inventories for most special needs students need to be ones that do not require reading. At least one of these should be a validated test. It is often helpful to use more than one interest inventory, not only to check accuracy, but to see how individual students respond to various methods.

a. Wide Range Interest Opinion Test (WRIOT)

Jestak Assessment Systems, Inc.
1526 Gilkin Avenue
Wilmington, DE 19306

Cost: Initial cost is approximately $75.00. If filmstrip is purchased for large group testing, it costs approximately $150.00

Description: Students select from three pictures on each card in a spiral notebook or frame of filmstrip, most liked and most disliked, and fill in circle on answer sheet. There are 150 sets of pictures. Profile on occupational groups: Liberal Arts (art, literature, music, drama), Business (sales, management, office work), Services (personal, protective, social), Sciences (social, biological, physical, and numbers), Mechanical (mechanics and machine operation), outdoor and athletics. Other profiles include: Sedentariness, risk, ambition, chosen skill level, sex stereotype, agreement, negative bias and positive bias.

Use: EI, HI, LD and BD students. We have used this with TI too.

Administration: Individual: 30-60 minutes.

Scoring: Hand: 15-20 minutes.

b. Vocational Education Special Education Project II (VESEP II) Interest Survey Scramble Board

Central Michigan University
225 Sloan Hall
Mt. Pleasant, Michigan 48859

Cost: Approximately $40.00 and including Enabling Skills and Instructional Design. Extra boards and pictures are available for $7.50.

Description: Assists students in identifying areas of occupational interest. Two packets of 50 pictures each are arranged on a board (5 squares by 10 squares) from most to least liked. These scores are then recorded and graphed on a Student Profile.

Use: EI, HI, LD and BD students. We have used this with TI too.

Administration: Individual: 30-60 minutes.

Scoring: Hand: 15-20 minutes.

c. Comprehensive Occupational Assessment and Training Systems (COATS) Job Matching System (JMS)

Prep Inc.
1575 Parkway Avenue
Trenton, NJ

In West Virginia:

Palmer Educational Systems
Rt. #2, Box 33
Jane Lew, WV 26378

Cost: Initial cost of Job Matching System approximately $2,080.00. Individual Response booklets (includes computer scoring) $6.00.

Description: Job Matching Systems: Matches person to training areas or jobs based on response to five preference and five experience audio-visual cartridges. The report form also has a preference/experience profile and a matching profile based on a combination or preference depending on match indicator. The profile deals with concrete, social and information skills. A preference, experience, and combination profile narrative is given. Cluster matches show to 24 job clusters which include over 900 job titles. Work-sample matches are also given. The program also includes matches to 10 training areas at the vocational school. Ten teachers at the Putnam County Vocational Technical Center filled out booklets on their area, and this information is in the computer.

Use: We have used with TI, EI, LD, BD, HI and VI.

Administration: Group or individual, time varies.

Scoring: Computer Scored.

d. The Pictorial Inventory of Careers (PIC)

Talent Assessment, Inc.
P.O. Box 5087
Jacksonville, Florida 32247-5087

Cost: $495. and includes: Manual, Program #1 (cassette and filmstrip), designed for regular vocational students, and Program #2 (cassette and filmstrip), designed for students with diminished mental capacities, student answer sheets, and program for computer scoring.

Description: The PIC utilized an audio-visual format which eliminates the need for any special reading skills. The examinee responds directly to the occupational scene rather than to verbal statements which might be embellished by the imagination.

The PIC emphasizes vocational/technical careers. The PIC is directed towards those whose career decisions are likely to involve occupational training levels requiring less than completion of the Bachelor's degree.

The PIC is designed to tap affective responses. It provides graphic sensory stimuli (pictures) to which the examinee can respond on an emotional level. There is abundant evidence which indicates that human decisions rely at least as much on emotion as reason.

The individual is asked to respond to a series of 119 color photos of occupational scenes. These scenes are extended to depict typical work tasks, work situations and job experience which would routinely occur in 17 different occupational "clusters." Another section gives examinees an opportunity to express their preferences relative to 11 categories of work "environments."

Use: We have used the PIC with TI, EI, LD, BD, CP, HI, VI and PI.

Administration: Group or individual - 30-40 minutes.

Scoring: Hand (student or teacher) - 15-20 minutes or by computer.

2. Aptitude

a. General Aptitude Test Battery (GATB)

Contact: West Virginia Department of Education
Coordinator of Student Testing

Description: The General Aptitude Test Battery (GATB) was developed by United States Employment Services and has been used since 1947 by state employment service offices. Since that time GATB has been included in a continuing program of research to validate the test by comparing test results with success in many different occupations. Because of its extensive research base, the GATB has come to be recognized as one of the best validated multiple aptitude test batteries in existence for use in vocational guidance.

The West Virginia Department of Education has an agreement with the United States Employment Security for the release of test materials for the General Aptitude Test Battery. This agreement was made with the personnel in Student Testing and authorizes the designated personnel to train counselors to give the GATB. For the past twelve years, the GATB has been utilized in West Virginia as a part of the guidance and counseling program of secondary schools.

The Student Occupational Aptitude Report Record shows the results of test performances for each of the nine aptitudes measured. These nine aptitudes include: General Learning Ability, Verbal Aptitude, Numerical Aptitude, Spatial Aptitude, Form Perception, Clerical Perception, Motor Cordination, Finger Dexterity, and Manual Dexterity. Each aptitude test performance is compared with the aptitude ranges considered important for average or satisfactory performance in over 21,000 jobs arranged into 66 Work Groups. The results of the test can be used to provide career information and awareness and give access to the Department of Labor's **Dictionary of Occupational Titles** (DOT) and related occupational information publications such as the **Guide for Occupational Exploration** (GOE), the **Selected Characteristics of Occupations Defined in the Dictionary of Occupational Titles** (SCO), and the AEL **Career Decision Making Program.** The West Virginia Department of Education provides free scoring service.

An overlay is available for hand scoring.

Use: Grades 9+ with a sixth grade reading level, be able to calculate and follow directions.

Administration: Three hours in groups of five if only one person is administering the test.

Scoring: Machine or hand.

b. Nonreading Aptitude Test Battery (NATB)

Contact: West Virginia Department of Education
Coordinator of Student Testing

Description: Basically as the above for the GATB except nonreading. Parts 8-12 of the NATB are exactly the same as for the GATB. The first six aptitudes are measured by nonreading tests.

Use: Grades 9+ with below sixth grade reading level.

Administration: Three and one-half hours in groups of five if only one person is administering the test.

Scoring: Hand - (using answer booklets).

Note: The GATB, NATB, and MacDonald are used as a screening device as one factor in determining entrance into the special needs pre-vocational exploration program. A great deal of research has been done to find a test that requires less time to administer but none has been found thus far.

The GATB is used with some LD students but mostly BD students. The NATB is used with LD, EI and when appropriate, with BD, VI, HI, and PI. The MacDonald is used with the TI.

Employment security personnel have indicated that there was little difference in results when both the NATB and GATB were administered so did not do much research or use the NATB.

At the present time most of the students in the Putnam County prevocational exploration program function at a third grade reading level or lower, so there seems to be a real need to continue using the NATB. In order to help verify this, the GATB will be administered to those who took the NATB. A comparison of scores on each of the students will be done.

c. Hand-Tool Dexterity Test (HTDT)

The Psychological Corporation
757 Third Avenue
New York, NY 10017

Description: Revised in 1965, HTDT was constructed to provide a measure of proficiency in using ordinary mechanical tools; the ability measured is a combination of aptitude and of achievement based on past experience in handling tools; attempts to measure manipulation skills independent of intellectual factors; tests consist of a wooden block, bolts, washers, nuts,

and wrenches; subject is to remove each row of bolts one row at a time from one side of the frame to other; scoring is the time required to complete the test; age group: high school and adults; norms are presented for eight comparison groups; correlations with other tests indicate that the HTDT measures an ability different from those measured by other tests and may add to the value of a selection battery.

Use: With all students.

Administration: Individual; 5-15 minutes.

Scoring: Hand; 5 minutes

d. Crawford Small Parts Dexterity Test (CSPDT)

Psychological Corporation
757 Third Avenue
New York, NY 10017

Description: Revised in 1956, CSPDT is a performance test designed to measure fine eye-hand coordination; two parts; pins and collars, and screws; relates to such jobs as wiring devices, radio work, etching and engraving, and work on other machines; student completes entire task and his/her score is the time required; age groups: high school and adult; norms are presented for several populations from academic students to appliance factory applicants; test can be best used as part of a selection battery; test stands most on face validity; does not duplicate to any important extent the measurements obtained from a test involving gross movements and discrimination; little data available in manual on test's usefullness.

Use: With all students.

Administration: Individual; 15-20 minutes.

Scoring: Hand; 5 minutes.

e. Purdue Pegboard

Science Research Associates
259 East Erie
Chicago, Illinois 60610

Description: Gross manual and finger dexterity: Pegboard with four cups and two rows of 25 holes in which pins are inserted in a time period.

Use: All students.

Administration: Individual; 10-15 minutes.

Scoring: Hand; 5 minutes.

f. Skills Assessment Module (S.A.M.)

Piney Mountain Press, Inc.

Description: The Skills Assessment Module (S.A.M.) is designed to assess a student's affective, cognitive and manipulative strengths and weaknesses in relation to vocational skills required in the various training programs within a school system. S.A.M. is compact, self-contained and mobile.

The module includes a manual, Learning Styles Inventory, Revised Beta Examination, Personnel Test for Industry (P.T.I.), and 13 Skill Modules (manipulative components).

S.A.M. assesses such skills as:

Aiming
Attention Span
Attention to Detail
Clerical Perception
Color Discrimination
Concentration
Depth Perception
Digital Discrimination
Endurance
Gross Manual Dexterity
Manual Dexterity
Motor Coordination
Motor Planning
Organization
Patience and Accuracy
Reaction Speed Dexterity
Reading Skills
Repetive Improvement

Eye-hand Coordination
Fine Finger Dexterity
Following Diagrammed Instructions
Form Perception
Spatial Discrimination
Speed and Accuracy
Visual Memory
Work Rhythm

Use: We have used with all students.

Administration: Group or individual - 2-1/2 - 3-1/2 hours. One teacher can work with 4-6 students. As an evaluator becomes more skilled in using S.A.M., this number might increase.

Scoring: Directions are given with each part of the module.

g. Talent Assessment Program (TAP)

Talent Assessment, Inc.
P.O. Box 5087
Jacksonville, Florida 32247-5087

Description: This non-discriminatory assessment battery is composed of ten action instruments designed to measure the innate characteristics applicable to work in trade, industrial, technical and professional technical lines, whether skilled or non-skilled.

The action instruments measure: structural and mechanical visualization, discrimination by size and shape, discrimination by color, discrimination by touch, dexterity with small tools, dexterity with large tools, visualization of flow patterns, and retention of mechanical and structural detail.

The T.A.P. battery is designed to measure only functional characteristics. It makes certain that the clients have complete understanding of directions even to giving them an opportunity to practice. Assessment should be redone if individuals express the feeling that they can do better. T.A.P. is designed to show the ultimate potential of individuals and thus persons administering the test should encourage individuals to work as fast and as accurately as possible.

A P.A.T. (Placement and Training) number is derived from the profile sheet. This is done by taking the three highest percentile scores and grouping their corresponding test numbers together. This grouping is called the P.A.T. number. This number is compared to a chart listing job titles.

The tests are made of materials and tools of the trades and relate directly to the occupational clusters.

The profile sheet gives a quick read-out on a person's strengths and weaknesses that are applicable to work.

Use: We have used with all students in program.

Administration: Group or individual - 2 to 2 1/2 hours. One teacher can work with 4 to 6 students. As an evaluator becomes more skilled in using T.A.P., this number might increase.

Scoring: Directions are given with each part of the battery.

3. Vocational Capacity

MacDonald Vocational Capacity Scale

MacDonald Training Center Foundation, Inc.
4304 Boy Scout Blvd.
Tampa, Florida 33607

The Scale was not intended to be used apart from other testing procedures, instead it should be used as a base-line working tool and should be supplemented by personality tests, selected work samples, and other test procedures appropriate for the population with which it is used.

The Vocational Capacity Scale is made up of eight factors. It was created in recognition of the need for an instrument of reasonable predictive validity to distinguish among the various levels of potential of the mentally impaired.

The test was designed for those with an intelligence quotient of 84 or less, between 16 and 30 years of age, male or female, and may have another handicapping condition.

Factors include:

A. Work Habits - Rating sheet in booklet.

B. Physical Capacity - Rating sheet in booklet.

C. Social Maturity - Vineland Social Maturity Scale which is available from - American Guidance Service, Inc., Publishers Building, Circle Pines, Minnesota 55014.

D. General Health - Rating sheet in booklet.

E. Manual Skills - Pennsylvania Bi-Manual Work Sample which is available from AGS (American Guidance Services), Publishers Building, Circle Pines, Minnesota 55014.

F. Arithmetic - Wide Range Achievement Test - Jastak Associates, Inc., 1526 Gilpin Avenue, Wilmington, Delaware 19806.

G. Motivation - Directions in booklet for construction and supplies.

H. Direction Following - Directions are in booklet.

4. Enabling Skills

Vocational Education/Special Education Project II
Central Michigan University
225 Sloan Hall
Mt. Pleasant, Michigan 48859

Description: The Prevocational Enabling Skills identifies 160 social, physical, and intellectual prevocational enabling skills necessary for successful entry into vocational education programs in ten clusters (34 subclusters). Clusters include: Agricultural/Natural Resources, Automotive and Power Service, Clothing/Textile Service, Construction, Distribution, Food Preparation and Service, Graphics and Communication Media, Health, Manufacturing and Office and Business.

The enabling skills are divided into: Gross motor, fine motor, perceptual sensory, language arts, quantative, comprehensive, health and hygiene, personal/emotional, home responsibility and school responsibility.

An instructional design for evaluation and teaching each of the 160 enabling skills is given. The teacher evaluates whether the skill is not accomplished, in progress or accomplished, and results placed on a master sheet.

The results of the Enabling Skills survey are compared to the area of work the student is interested in to determine if he/she has the necessary level or skill for training.

5. Work Samples

COATS Work Samples

Palmer Educational Systems
Rt. #2, Box 33
Jane Lew, WV 26378

Description: Twenty-six work samples are available. Audio-visual cartridges give instructions. Students fill out Individual Self-rating Form and teachers fill out a report form which evaluates work performance and work behavior.

These work samples are used for both assessment and training. At the present time, the following work samples are a part of the program at Winfield Middle School: Drafting, metal construction, sales, wood construction, food preparation, medical services, travel services, barbering/cosmetology, small engine, masonry, automotive, and clothing and textiles.

Work samples have provided an opportunity in the prevocational exploration program for students:

a. To have an occupational experience in their chosen job area based on evaluation and interest.

b. To evaluate interest, skill, and tool manipulation in performing a task from instruction given by an audio-visual cassette, and

c. To work with others cooperatively to perform a task. (Several students are assigned to a work sample due to number in program and to assess their ability to get along with fellow students.) Additional tools and supplies are provided so that each student performs tasks given by the cassette.

Use: Work samples have been used with TI, EI, LD, BD, VI, HI, and PI.

The Act clearly mandates that assessment services be provided to all disadvantaged and handicapped students once they enroll in a vocational program. This means that these services must be provided to students at the ninth grade level and above who are enrolled in a vocational program which prepares students for paid or unpaid employment. Students at or above the ninth grade level who do not elect to participate in vocational education are not eligible recipients of assessment services funded with disadvantaged or handicapped allocations.

WHAT EXACTLY ARE SUPPLEMENTAL SERVICES?

Supplemental, when used to describe services related to vocational education for the handicapped or disadvantaged, can best be defined as any service or activity that is not provided for the nonhandicapped or nondisadvantaged population and is essential to the successful participation of handicapped and disadvantaged students in vocational education programs. Handicapped or disadvantaged students must first receive the full range of programs, services, and activities available to their nonhandicapped and nondisadvantaged peers. Once this has occurred, then set-aside funds may be used for additional staff, instruction, materials, equipment, and counseling services only if these special needs are identified by vocational assessment of the student's interest, abilities, and special needs.

These Guidelines are **not** meant to dictate what should or should not be done, but are **only** to provide a foundation for consistency in the provision of supplemental services in West Virginia vocational programs. Specific policy and procedures for local education agencies and administrative staff are available from the local school vocational director or the county vocational staff.

IDENTIFICATION OF STUDENTS

Students must be identified as either disadvantaged or handicapped -- not both. If a student is certified by the Office of Special Education as handicapped, he/she may not be identified as disadvantaged. In order to be classified as disadvantaged or handicapped, for the purpose of vocational programs/services, the student must not be succeeding in a regular vocational program, or there must be reasonable documentation that the student will not be able to succeed in a regular vocational program without special educational assistance.

Persons eligible for programs and services must meet the criteria specified under the following definitions:

DISADVANTAGED

The "disadvantaged" includes all students (other than handicapped students) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. This term includes students who are members of economically disadvantaged families, migrants, students who have limited English-proficiency, and students who are dropouts from, or who are identified as potential dropouts from secondary school. This definition does not include individuals with learning disabilities.

1. **Academically Disadvantaged**

   An academically disadvantaged student is a student (other than handicapped) who requires special services in order to succeed in vocational education programs and who meets one or more of the following standards as an indicator of a low achiever:

   a. Scores below the 25th percentile on standardized achievement or aptitude tests,

   b. Whose secondary grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or

   c. Fails to attain minimal academic competencies.

2. **Economically Disadvantaged**

   An economically disadvantaged student is a student (other than handicapped) who requires special services in order to succeed in vocational education programs and who meets one or more of the following standards as an indicator of low income:

   a. Family income at or below the official poverty line established by the Director of the Office of Management and Budget,

   b. Eligible for free or reduced-price school lunch,

   c. Eligible for Aid to Families with Dependent Children or other public assistance programs,

   d. Eligible for participation in programs assisted under Title II of the Job Training Partnership Act, or

   e. Receiving a Pell Grant or comparable state program of need-based financial assistance.

3. **Other Categories**

   Other categories of students who may require services in order to succeed in vocational education and who may be classified under the category of disadvantaged are defined below:

   a. **Limited English-Proficiency** - persons who have difficulty understanding the English language and English is not the common language of communication in their home environment.

b. **Migrants** - agricultural workers or those in the fishing industry who have moved with their families from one school district to another during the past year to secure temporary or seasonal employment in agricultural related food-processing or fishing activities.

c. **Dropouts** - persons who have left school for any reason before graduating or completing a program of study and without transferring to another school.

d. **Potential Dropouts** - persons who may reasonably be expected to leave school for any reason before graduating or completing a program of study and without transferring to another school. Students in this category usually exhibit one or more of the following characteristics:

(1) consistent low achievement

(2) high rate of absenteeism

(3) unmotivated

(4) constant discipline problems

(5) delinquent behavior in school and in the community

HANDICAPPED

"Handicapped," when applied to students, means students who are identified as educable mentally handicapped, trainable mentally handicapped, behaviorally/emotionally handicapped, hearing impaired, visually impaired, multihandicapped, other health impaired, speech-language impaired, orthopedically handicapped, severely profoundly, or specific learning disabilities who, by reason thereof, require special education and related services, and who, because of their handicapping condition, cannot succeed in regular vocational programs without special assistance.

Handicapped students must be certified by standards established by the Office of Special Education.

DEFINITIONS OF HANDICAPPED CONDITIONS

1. **Mentally Handicapped** - Mentally handicapped refers to significantly subaverage general cognitive functioning and a reduced rate of learning. This condition exists concurrently with deficits in adaptive behavior, is manifested during the developmental period, and adversely affects the student's educational performance. (This includes Trainable and Educable Mentally Handicapped.) Typical characteristics that a mentally handicapped individual may exhibit include the following:

    - immature or impulsive behavior;
    - behavior inconsistent with chronological age;
    - short attention span--does not complete tasks;
    - easily distracted--constantly looks around the room;
    - poor motor ability--trips over things, walks awkwardly;
    - short memory retention; and
    - poor language development--uses short unfinished sentences.

2. **Hearing Impaired** - Hearing impaired children are those with hearing losses which are handicapping educationally and developmentally and who, with or without amplification, may require various instructional modifications and related services in order to make full use of school experiences. Hearing impaired is a generic term which includes all hearing losses ranging from mild to profound. Observable characteristics which an individual with an auditory disability may commonly exhibit include the following:

    - giving inappropriate or writing answers to simple questions;
    - understanding better at a one-to-one level than at usual classroom distances;

- talking too loudly or too softly;
- easily distracted by noise, may respond to every noise;
- inability to localize the direction of a sound (may look around room randomly for the source of a sound);
- inability to distinquish between similar sounding words (e.g., map-nap, pin-pen);
- appearance of being very attentive when verbal instructions are given--strains to "see" what is being said;
- inability to remember what has been discussed in class;
- constantly attentive, especially when auditory activities are taking place;
- asking to have words or questions repeated often;
- asking "What?" frequently;
- inability to hear in a group;
- frowning or straining forward when addressed;
- holding head in a peculiar position when spoken to or turning one ear to speaker;
- deformity or swelling in or about the ears, discharge from ears, or often having earaches or colds; and
- becoming very tense during periods requiring listening.

3. **Multihandicapped** - Multihandicapped students are students who have a combination of two or more handicaps (such as mentally handicapped-emotionally handicapped, mentally handicapped-blind, deaf-blind, etc.), the combination of which causes such developmental and educational problems that the children cannot be properly accommodated in special programs that primarily serve one area of handicapping condition. Children who are severely multihandicapped have serious primary disabilities that are cognitive and/or behavioral and require significantly more resources than are provided for less handicapping children.

4. **Visually Impaired**

   a. Functionally blind children are those who have so little remaining vision that they must use Braille as their reading medium.

   b. Partially seeing children are those who have a loss of vision, but are able to use regular or large type as their reading medium. These will generally be children who have a visual acuity between 20/70 and 20/20 in the better eye after correction.

   c. Children who are legally blind are those who have a visual acuity of 20/200 or less in the better eye after correction or a peripheral field so contracted that the widest diameter extends an area no grater than 20 degrees. Some common characteristics of individuals who are visually impaired include the following:

      - sensitivity to bright lights;
      - inattentiveness to visual objects or tasks such as looking at pictures;
      - awkwardness in activities requiring hand-eye coordination (e.g., hammering a nail, welding);
      - looking up often when copying from a distance;
      - avoidance of close desk work;
      - holding book too close, bending over paper when writing;
      - inability to follow written directions but ability to follow verbal instructions;
      - limited attention span for visual tasks;
      - frequently forgetting thing seen;
      - inability to evaluate visual phenomena;

- easily distracted by surrounding activities;
- contorting face, blinking and squinting excessively;
- tilting head, thrusting head forward;
- rubbing eyes frequently;
- complaining of headaches, dizziness, fatigue;
- moving eyes excessively and inappropriately;
- difficulty in following moving object smoothly with eyes;
- repeating or omitting words when reading, confusing words that look alike;
- clumsiness--banging into things; and
- confusing foreground and background.

5. **Other Health Impaired** - Other health impaired refers to chronic or acute health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, genetic impairments or some other illness which may cause a student to have limited strength, vitality or alertness to such an extent that special education services are necessary.
6. **Behaviorally/Emotionally Handicapped** - One who, after receiving specially designed educational support services and intervention strategies in the regular educational setting, still exhibits patterns of situationally inappropriate interpersonal or intrapersonal behavior of such frequency, duration, and intensity to disrupt the student's own learning process. Frequency, duration, and intensity are long standing patterns of behavior which occur regularly and often enough to consistently interfere with the student's own learning process. Professional certification must substantiate the handicap. Individuals who are seriously behaviorally/emotionally handicapped may exhibit the following characteristics:
    - unusually intense (anxious, frowning);
    - easily frustrated;
    - overly sensitive to criticism, negative self-image;
    - shaky and nervous, explosive;
    - demanding of attention;
    - overly self-critical;
    - imagining peer and/or teacher persecution;
    - repeated disruption of classroom;
    - non-participation in activities;
    - inappropriate or immature behavior under normal conditions;
    - inability to evaluate personal behavior in terms of the consequences it has for others and self; and
    - extreme and frequent unhappiness and depression.
7. **Speech and Language Impaired** - A pupil who has a speech and language impairment has a disorder in articulation, language, voice, and/or fluency. A speech and language impairment may range in severity from mild to severe. It may be developmental or acquired, and pupils may demonstrate one or any combination of the four parameters listed below. A speech and language impairment may result in a primary handicapping condition or it may be secondary to other handicapping conditions. Common characteristics of speech-and language-impaired individuals are as follows:
    - speech so different from others that it is unintelligible and interferes with communication;
    - unusually slow or rapid speech;

- speech characterized by substitutions, omissions, additions, or distortions of speech sounds; and
- stuttering--repetition of initial sounds, syllables, or entire words.

8. **Orthopedically Impaired** - An orthopedically impaired child possesses a severe orthopedic impairment which adversely affects his/her educational performance. The term includes impairments caused by congenital abnormalities and impairments from other causes. General characteristics may include the following:

    - absence of a limb;
    - presence of a limp;
    - slow movement because of painful infections in joints;
    - lack of motor control;
    - difficulty in drawing and writing;
    - dislike of physical education classes;
    - unusual pencil grasp;
    - slowness in finishing written work;
    - very heavy, very small, or very large writing;
    - illegible handwriting or tremor;
    - difficulty in organizing work on paper (cramps work into one corner, draws along one edge, doesn't establish pattern);
    - poor physical fitness;
    - need of support when standing (leans against the blackboard, desk, chair);
    - no definite hand preference.

9. **Specific Learning Disabilities** - Specific learning disabilities is an inclusive term used to denote various processing disorders presumed to be intrinsic to an individual (e.g., acquisition, organization, retrieval, or expression of information; effective problem-solving behaviors). For the purpose of special education services, a student classified as learning disabled is one who, after receiving instructional intervention in the regular education setting, has a substantial discrepancy between ability and achievement. The disability is manifested by substantial difficulties in the acquisition and use of skills in listening comprehension, oral expression, written expression, reading, and/or mathematics. A learning disability may occur concomitantly with, but is not the primary result of, other handicapping conditions and/or environmental, cultural, and/or economic influences.

SECTION II

Instructional Supplemental Services and the Role of the Vocational Instructor

In order to give students identified as having special needs the opportunity to succeed in a vocational course, instructional supplemental services, provided both in and out of the regular vocational classroom, may be required and will be specified in the students individualized education program or prescription. Remedial support can be provided through specialized instruction from a variety of personnel, as well as through the use of modified materials, facilities, and equipment.

Both the special needs student and the vocational instructor can benefit from instructional supplemental services. Supplemental personnel can provide support directly to the student, as well as prepare and assist the instructor in meeting the student's special needs.

IN-CLASS INSTRUCTIONAL SUPPLEMENTAL SERVICES

Students can receive a variety of supplemental services without leaving the vocational classroom or laboratory. Supplemental services may come directly from the vocational instructor, through the use of special or modified materials, equipment, and facilities, and from special support personnel who come into the classroom to work with the student.

Special needs students may have deficiencies which keep them from succeeding in the regular classroom and deny them the ability to keep up with the rest of the class. Their weakness can be in reading, mathematics, and related academic skills, or they can result from a poor information base, mobility problems, or any of the many types of specific handicaps. Behavioral or emotional problems can also interfere with a student's attempt to learn in the classroom setting. In many cases vocational instructors can call upon school personnel for help, or on their own can modify the existing learning environment, the materials, equipment, or facilities.

PERSONNEL SERVICES

Many school personnel and students, as well as people outside the public school system, have specific competencies to assist special needs students and their vocational instructors within the vocational classroom. This assistance can take form of **additional supervision, instruction, remediation,** and **evaluation.**

In-class supplemental personnel, including tutors and **additional staff,** must possess specific competencies, including:

Professional Competencies Required

- understanding and ability to work with the individual student with regard *to the student's capabilities as well as the student's limitations or special* needs.
- adequate knowledge of specific content areas in which the student needs remediation or hands-on instruction.

Following are four recommended types of in-class supplemental personnel.

Support Teachers

Support Functions

- provide additional supervision, instruction, remediation, hands-on experience, and evaluation within a single classroom or across classrooms.
- provide special assistance to students during class, lab, or during other available time.

Suggested Personnel

- certified vocational instructors
- special education staff

Tutors:

Support

- provide additional supervision, instruction, remediation, hands-on experience, and evaluation.
- assist students during regularly scheduled class or lab time, before or after the program's time block, or during the student's free time.
- serve as readers, interpreters, etc.

Suggested Personnel

- vocational instructors
- vocational special needs tutors
- special services/education staff
- remedial reading teachers
- academic teachers
- resource room specialists
- outside/community volunteers
- vocational youth organizations
- teacher aides
- trade advisory committee members
- retired teachers
- senior citizens
- student teachers (vocational, special education, academic areas)
- Job Traning Partnership Act (JTPA) employees
- vocational students

Lab Assistants:

Support Functions

- take responsibility for routine lab maintenance and provide instructor-release time.
- provide one-to-one or small-group instruction with specific course material.
- work during regular class or shop hours, by special arrangement, or before or after school hours.

Suggested Personnel

- teacher aides
- JTPA employees
- vocational students

Student Aides:

Support Functions

- aid student in mobility functions.
- assist in communications functions.
- assist during regularly scheduled class and lab times.

Suggested Personnel

- work-study students
- students on independent course contracts
- vocational students

INSTRUCTIONAL MODIFICATIONS

The ability of handicapped and disadvantaged students to succeed in the vocational program and to attain the annual goals and specific objectives as defined by the individualized education program or the prescription may be restricted by inappropriate vocational program components. Selections of course objectives may be made and modifications may be made in evaluation strategies, curriculum materials, teaching methods, and equipment and facilities in order to accommodate the student's special needs and, therefore, to provide the student with the best possible opportunity to experience success. The vocational instructor can and should utilize school personnel to act as a cooperative resource group to help make these instructional modifications.

Selection of Course Objectives

The development of the individualized education program (IEP) (or individual prescription for disadvantaged students) includes the prescription of long-range annual goals selected as part of the individualized, competency-based program of instruction for the special needs student. It is the responsibility of the vocational instructor to establish the short-term, daily and weekly instructional objectives for the student. It is important for the vocational instructor to recognize that competency-based instruction is designed to meet individual needs. In selecting course objectives and developing daily objectives, the following considerations may be helpful:

Considerations in Selecting Course Objectives

- For disadvantaged students: The vocational instructor selects, on an individual basis, course objectives which provide realistic, obtainable student competencies.
- For handicapped students: The individualized education program specifies the course objectives.

Also, in selecting course objectives or developing daily objectives the instructor may wish to:

- Consider and also ask the student these questions:
  - -- What competencies does the student feel capable of obtaining?
  - -- What competencies are required of the skill area being taught?
  - -- What competencies can the student feel capable of mastering in the skill area?
- Discuss with the individual student the competencies to be mastered by the student during the course.

Teaching Strategies and Evaluation Procedures

The teaching and evaluation strategies employed by the vocational instructor should be appropriate to the student's special learning needs, the subject area, and the goal of student attainment of competencies or skills. When selecting appropriate teaching and evaluation strategies, the vocational instructor must remember that group-centered instruction does not work with equal efficiency for all students, that some students learn faster by watching and doing than by reading or listening, and that special needs students should have the opportunity to attain competencies at their own rate. In addition, strategies for ongoing evaluation should enable the special needs student to perform to the best of the student's ability despite a handicap or disadvantage.

The evaluation process is based on pre-established standards of attainment, or competency levels, and not by comparisons with the performance of other students. Competencies should be evaluated at predetermined intervals.

Below is a list of traditional and non-traditional methods of teaching and evaluation which can be effective for special needs students. It should be recognized, however, that these strategies have been selected as instruments to make the vocational instructor's teaching easier and more effective for special needs students, and do not create any more work than strategies used with non-special needs students. Recommended teaching strategies for special needs students include:

Recommended Teaching Strategies

- step-by-step sequenced instruction
- field trips
- changes in educational media
- games
- role-playing
- individual projects
- small group projects
- assembly production
- audiovisual materials
- visits by resource people, experts, tradesmen, craftsmen
- change in personnel for lectures and demonstrations
- teaching aides
- self-paced individualized program materials

- community projects
- live work
- practice work
- cooperative education or work-study
- peer instruction

Recommended evaluation techniques for special needs students include:

Recommended Evaluation Techniques

- performance tests
- work samples
- live work
- self-paced, programmed material
- oral quizzes
- evaluation by personnel other than the course instructor

Curriculum Materials

Curriculum materials for vocational courses often include commercial texts and workbooks that unfairly challenge slow or non-readers and students with poor academic skills or low information bases. Recently, commercial sources of materials designed specifically for academically deficient or reading-handicapped students have greatly increased. Materials include texts, booklets, games, and audiovisual materials ranging from specific topics to complete, packaged curricula. Exisiting curriculum materials or materials being considered for purchase must be evaluated to determine their appropriateness to each individual student's special needs, and selected or modified as required. Curriculum and other instructional materials are available in school resource centers or through the State's materials resource center: Cedar Lakes Curriculum Laboratory:

Recommended Curriculum Materials

- The reading level of written materials (course text, workbook, etc.) can be assessed by using commercially available worksheets (see Appendix).
- Materials must be checked to eliminate sex role stereotyping.
- Audiovisual materials can supplement or substitute for the course text.
- The text can be "edited" to minimize the amount of reading and to stress the major topics.
- Job Sheets, information sheets, blueprints, and sample materials can substitute for text assignments.
- Written materials can be modified through the use of enlarged-type texts, vocabulary lists, simplified language, subject outlines, flash cards, and games.

Technological Aids, Equipment and Facilities

When not appropriate for special needs students, equipment can be adapted to enable special needs students to function successfully in the lab setting. The vocational instructor has several concerns when planning to use the classroom and particularly the lab setting for teaching competencies. Many technological aids and devices have been developed and are available to facilitate the performance of vocational activities by handicapped individuals. These aids and devices range from simple, homemade implements to sophisticated, expensive commercial products. Examples are provided at the end of this section.

In terms of accidents involving equipment, there is no evidence to support the contention that special needs students are more accident-prone than other students. With the exception of special modifications for physically handicapped, visually impaired, or hearing impaired learners, the lab teacher need only follow the same safety program of conscientious laboratory maintenance, proper instruction, and careful supervision normally conducted in the classroom. Safety considerations should not inhibit the access of special needs students to trade skill areas.

The lab setting must be approached as a learning environment, and the facility and its equipment can be modified as can any other teaching advice. Alterations or special acquisitions made for a special needs student may upgrade the learning environment for many students. Examples of modifications and technological aids and devices include:

Recommended Modifications and Technological Aids and Devices

- Paint color codes for safety on floors, walls, and equipment.
- Post large charts of operating procedures near individual pieces of equipment.
- Mark exits, dangerous materials, fire extinguishers, and other hazards with appropriate signs.
- Provide lavatories and locker rooms for both men and women.
- Add warning lights or bells where appropriate to facilities and equipment.
- Adapt height or width of tables, desks, or other equipment.
- Modify controls on equipment (e.g., switches on machines) for physically handicapped students.
- Provide a mouthstick (for a student who is quadriplegic) to operate an electronic calculator or to turn the pages of a book.
- Place a template over the typewriter keyboard to help a student with impaired coordination to avoid depressing the wrong keys.
- Attach a wooden or plastic armrest to the front of a typewriter to support the hands of a typist with muscular weakness.
- Secure the OPTACON instrument which enables a person who is blind to read regular print. Tiny electronically activated bristles form the shape of the letter or number. The reader receives the message by placing the index finger over the bristles. One of the vocations in which the OPTACON is being used by blind persons is computer programming.
- Provide an electric skillet with temperature readings in braille for blind students in homemaking courses.
- For a student who is unable to reach far enough to place the paper in a typewriter, install a lazy susan under the typewriter. The student can then rotate the typewriter and insert the paper from the back.
- Modify a hand tool for a student with an artificial arm by welding a bolt to the tool. The tool can then be attached to the artificial arm.
- Provide swivel-mounted magnifying glasses with lights for visually impaired students in radio-television repair work.
- Provide a talking calculator for blind students which handles all four basic functions, plus floating constant, movable decimal, and roots and percentages.

Programming

Since the special needs student has the right to complete a vocational program, the traditional closed entrance-exit schedule may have to be modified. Likewise, in competency-based instruction the stress is on the attainment of identified competencies, not the time required to master those skills. In short, the vocational instructor and support staff may need to provide additional, intensive teaching time in order to help the student attain the goals determined by the individualized education program or prescription. Following are three recommended programming modifications:

Time:

Recommended Modifications

- The special needs student may need extended time in specific course--for example:
  1) by the addition of another semester's or year's enrollment in the same course, or
  2) by attending concurrently two different sections of the same course for the standard enrollment time.
- Support staff could supervise the student in addition to the regular class/lab schedule (see "In-Class Instructional Supplemental Services").
- The special needs student could be hired during after-class hours as a lab aide, fulfilling regular duties and reinforcing the student's classroom/lab learning experience (work-study, janitorial, lab aide, JTPA position).

Schedule:

Recommended Modifications

- Open entrance/exit from vocational courses based upon student progress.
- Extension of the school day into afternoons, evenings, weekends, and summers (adult education, JTPA training, special projects).

Teacher-to-Pupil Ratio:

Recommended Modifications

- Use a second certified teacher within the classroom.
- Use tutors, aides, or support staff to split control of the class and upgrade teacher effectiveness (see "Personnel Services" section).
- Contract itinerant and consultant services to provide improved teacher-to-pupil ratio.
- Plan teaching strategies to incorporate small-group instruction.
- Hire a work-study student to tutor the special needs student on a temporary basis.
- Grant half-day release to vocational staff, lab assistant, or tutor to assist the student on a regular basis.

In any given attempt to support a special needs student, one or more individuals may serve as resource persons. The competencies by this group include:

Competencies Required

- the knowledge that most special needs students can be trained to have productive roles in society and can perform in school and on the job as well as students without special needs.
- a general understanding of the special problems encountered by handicapped and disadvantaged students and a positive attitude toward working with these students.

- a working knowledge of specific handicaps and disadvantages and how they may affect a student's ability to succeed in the vocational classroom aids in determining what modifications within the regular program must be made to compensate for a student's disability.
- the ability to create appropriate modifications by restructing materials, facilities, equipment, teaching strategies, schedules, and traditional, large-group instruction.
- a commitment from staff to pool individual competencies, identify special problems, and design a learning program that offers the individual special needs student the opportunity to succeed in a regular vocational program.

Persons who may possess one or more of the above competencies include:

Suggested Persons for Making Appropriate Instructional Modifications

- course instructor
- department chairperson
- lab assistant
- vocational-special needs personnel
- instructional resource center staff
- library staff
- curriculum specialist
- tutor/aide
- students
- learning specialists
- vocational guidance counselor
- volunteers
- vocational rehabilitation staff
- private agencies' staff
- college/university staff
- state department vocational staff

(See the Appendix for suggested sources on making instructional modifications.)

OUT-OF-CLASS INSTRUCTIONAL SUPPLEMENTAL SERVICES

In many cases, special needs students may require supplemental services that are best provided in a learning situation outside the vocational classroom and administered by special support personnel. A number of remediation services are available to upgrade the skills of special needs students so that they may have an equal opportunity to acquire vocational competencies. Problem areas include (1) speech and language (2) reading, (3) related academic work, and (4) specific physical handicaps.

PERSONNEL SERVICES

Personnel trained in specific areas are available outside the classroom to work with students to remediate specific learning problems.

Speech and Language

Students with speech and language problems must be given appropriate assistance to help them communicate adequately in vocational classes and on the job. This service should be initiated by the speech and language specialists with follow-up remediation by various support personnel.

Professional Competencies

- The ability to help students compensate for specific speech/language problems and to emphasize communication in vocational and work settings.

Suggested Personnel

- speech patholgists and therapists
- audiologists
- vocational resource staff
- vocational special needs staff
- regular academic/special education staff
- peer tutors
- parents
- volunteers
- senior citizens
- selected special aides
- English-as-a-second-language tutors

Related Academics

Special needs students must be provided with appropriate related academic support in order to succeed in their vocational courses. A lack of skills in mathematics and English or an inadequate information base will handicap many students and undermine their efforts to gain competencies in the vocational classroom.

Professional Competencies

- The ability to work with the vocational instructor and to relate academic material to vocational coursework.

Suggested Personnel

- academic resource/special education staff
- vocational resource room staff
- vocational special needs staff
- academic staff
- peer tutors
- parents
- volunteers
- selected special aides

Reading

Perhaps the most common academic weakness is reading. Special needs students must be provided with the necessary instruction to develop adequate reading skills to enable them to succeed in their vocational programs.

Professional Competencies

- The ability to diagnose reading levels, plan and administer remedial programs, and help vocational instructors modify their instructional materials and tests.

Suggested Personnel

- regular English course instructors
- special English course instructors (Practical English, Business English, etc.)
- remedial reading staff
- learning disabilities staff
- vocational special needs tutors
- special reading project staff
- instructional resource center staff
- parents
- volunteers
- student tutors

Physical and Behavioral Handicaps

Supplemental services are provided for special needs students with physical or behavioral handicaps to enable these students to participate in regular vocational programs.

Professional Competencies

- The ability to diagnose and prescribe for each handicapping condition.

Suggested Personnel

- school doctor
- school psychologist/psychiatrist
- school nurse
- occupational therapist
- physical therapist
- audiologist
- deaf interpreter
- one-on-one tutorial aide

Supplemental services outside the vocational classroom require some additional materials, equipment, and facilities, and may include:

Materials, Equipment, Facilities

- appropriate office space
- reading laboratory
- instructional resource center
- appropriate/modified instructional materials

OUT-OF-SCHOOL INSTRUCTIONAL SUPPLEMENTAL SERVICES

Many instructional supplemental services outside the public school system are available to special needs students who may not be adequately supported within the regular school program. Some of these services may be available at no excess cost or at no cost to the school system. A list of some agencies have been used by vocational instructors in West Virginia, although not every agency is available in every county. This list can only provide a general survey; each city and county contains a wide variety of public, private, and non-profit agencies which provide supplemental services to special needs students. Some examples of the types of supplemental services provided include:

Types of Outside Supportive Services

- on-the-job training (OJT)
- youth employment programs
- apprenticeships
- vocational rehabilitation agencies
- sheltered workshops and work-activity centers

SECTION III

Guidance, Counseling, and Career Development

The purpose of this section is to identify the various types of guidance and counseling services which are available to special needs vocational students.

Of all school personnel, instructors have traditionally been "closet" to students, and vocational instructors, especially, have tended to develop a particularly close rappart with their students due to the expanded hourly contact, the hands-on teaching methods, and the sense of cooperation in a working lab. The vocational instructor, then, has a good opportunity to help special needs students help themselves and is often the first to spot a problem which requires counseling.

Guidance and counseling provides a variety of services to all students, particularly those with special needs. Some problems can be adequately handled within the classroom by the vocational instructor; others require referral by the instructor to a counselor. Many problems of special needs students require specialized knowledge and counseling skills. The instructor is, thus, essentially only one member of a guidance and counseling team. In general, guidance and counseling help the student:

Guidance, Counseling Functions

- develop the ability to make decisions.
- understand and accept self.
- improve interpersonal relationships.
- with own special needs.
- develop appropriate behaviors for school and job become familiar with both environments.
- learn about different career areas.

The role of the vocational instructor in the guidance and counseling function is to identify problems and discern which of those problems can be handled in class and which require the attention of specialized guidance and counseling personnel. The vocational instructor should recognize that some types of problems should automatically be sent for professional help as in-class assistance could aggravate the problem rather than help.

The problem should be directed to the school's guidance counselor, school principal, or other appropriate personnel in accordance with the procedures of the county. It is not necessary for the instructor to be able to identify specifically which individuals are competent or qualified to help a student with a particular problem, but the instructor should be able to recognize that such individuals do exist and requests for specific assistance should be made without delay.

- The vocational instructor should have a knowledge of individuals and organizations providing additional supplemental services, and should work continually with guidance and counseling staff to recognize problems that should be referred to the appropriate specialists.

CAREER AWARENESS/PRE-VOCATIONAL COUNSELING AND EXPLORATION

Before many special needs students enter a secondary vocational program, they may undergo a combination of pre-vocational counseling/exploration and career awareness activities. The vocational instructor should be aware of these activities, as problems that arise after the student is enrolled in a vocational program may indicate that further career awareness counseling is needed. The vocational instructor may sometimes have to continue providing these career awareness activities if a student is exhibiting difficulties in a particular vocational area.

Pre-Vocational counseling and exploration is a process designed to help students understand their own abilities and determine which occupational areas are most suitable. Such counseling and exploration generally occur in the ninth or tenth grade, before the student enters a secondary vocational program.

Special activities can be provided for special needs students to better prepare them for what they may face in the world of work. Such activities can include:

Recommended Pre-Vocational Activities for Special Needs Students

- special or more in-depth counseling depending on the student's particular needs.
- films on career awareness for the handicapped, to help such students see that they can succeed.
- development of independent living skills.
- hands-on activities teaching discrimination (e.g., size and color), organization, utilization of resources, sequencing.
- extended time in any particular pre-vocational activity.

Some pre-vocational counseling involves components geared toward immediate vocational exploration activities. These include:

Pre-Vocational Counseling and Exploration Components

- a review of vocational evaluation results of the special needs student's basic skills.
- a discussion of the scope of job opportunities and occupational areas with the student regarding the special needs student's particular suitability.
- assisting the special needs student to select appropriate vocational coursework based on the above.

Career awareness activities help students to explore career areas and establish their own realistic career interests, either before entering programs or while enrolled. Pre-vocational programs offer career exploration activities in a wide variety of occupational clusters. If a student has difficulty with a particular vocational area, even if modifications have been made to accommodate the student's special needs, a reevaluation of the student's capabilities and disabilities should be considered and a more suitable occupational field may be explored through hands-on experiences. Pre-vocational explorations are an excellent way for special needs students to get hands-on experience in a vocational field.

A special effort should be made to help special needs students identify occupations where they have potential. The vocational instructor should be alert to concerns of the handicapped and make special efforts to show that student others with similar problems who are working and working successfully. Special needs students need to see themselves in the role of a special needs worker, not just any worker.

There are many activities for special needs students which can aid in identifying occupations in which they may have some potential. Field trips to local businesses and industries which employ special needs people provide an opportunity for students to view such people on the job--for example, physically handicapped people performing a variety of work tasks. Films and filmstrips shown in the classroom may also provide an opportunity to view handicapped people in work situations. It may be possible to set up school career days so that students may shadow workers to learn about their jobs. Outside resource people from business and industry may be invited to the school to give presentations and demonstrations. Individualized career awareness programs may be provided by instructional resource centers, curriculum centers, school libraries, and guidance libraries. Group counseling may be employed to help students learn about their own capabilities and limitations.

Qualified personnel must possess specific competencies and knowledge to adequately conduct career awareness activities. Specifically:

Professional Competencies Required

- knowledge of demands of different occupational areas.
- ability to help students recognize their own capabilities, limitations, and interests through exercises, discussions, and experiences.
- ability to organize and operate group career awareness sessions.

Such personnel include:

Suggested Personnel

- vocational guidance counselors
- vocational rehabilitation staff
- school counselors
- instructional resource center staff
- career education staff
- librarians
- cooperative education personnel
- work-study personnel
- vocational instructors
- pre-vocational (industrial arts, business and office, home economics) instructors
- community resource personnel

Within the vocational classroom, career awareness is a critical element. Although the student should have received pre-vocational counseling services prior to enrollment in a secondary vocational program the vocational instructor is often in the best position to help students understand their own disabilities and to aid students in determining more realistic occupational goals. Starting with the information collected during the individualized education program/prescription process and the vocational course objectives, the instructor can review the student's attainment of basic job skills as they are evaluated in class on an ongoing basis. By comparing a job task analysis and the student's competencies, the vocational teacher can:

Vocational Instructor's Functions

- make recommendations to the multidisciplinary if the instructor sees a problem.
- help the student see own potential for success.
- provide the student with a positive vocational experience and design challenges appropriate to the student's potential.
- help students continually explore career areas, which those students have chosen, to help them establish their own realistic career interests, either before enrollment in a vocational course or throughout its duration.

VOCATIONAL COUNSELING

The vocational counselor continues as a member of the counseling team even after a special needs student is engaged in a particular vocational course. The vocational instructor can provide needed in-class vocational counseling in many ways:

Vocational Instructor's Functions

- The vocational instructor helps the student, wherever possible, with personal or emotional situations resulting from peer interactions in the classroom.
- The vocational instructor reinforces the personal qualities looked for by employers--personal hygiene, punctuality, dependability, good work attitudes, the ability to work with others, and loyalty.
- Ongoing evaluations of job skills, academic achievement, and work attitudes provide the student with information and feedback on the student's strengths, weaknesses, and growth.

The student is eligible for professional counseling any time in the vocational program, however, and it is essential for the vocational instructor to recognize, as described earlier in this section, that such counseling should be made available at any time considered necessary. It is therefore important for individual instructors to recognize their own limitations in dealing with particular problems--ranging from career decision-making to psychological counseling to attempts to deal with family problems or disruptive classroom behavior--and direct concerns to the appropriate specialists.

Types of counseling available to special needs students through qualified professional counselors include the following:

Vocational Counseling Methods

- The student's problem may be assessed and a prescription developed to correct the problem.
- Crisis counseling can be done in groups or individually to help with immediate problems.
- Ongoing counseling can be used to maintain the student's behavior.
- The student can receive counseling on job survival skills.
- Job interview kits can be used to help the student develop skills to obtain a job.
- Videotapes can help the student rehearse interview techniques.
- Additonal counseling conducted by professionally trained counselors. (It is strongly recommended that this service be provided by personnel other than the counselor hired to provide such service full time for non-handicapped and nondisadvantaged students.)
- Special career planning and decision-making activities in individual or group settings
- Activities designed to bridge the transition from secondary to post-secondary education or employment
- Activities associated with the development of the student's career development plan
- Counseling services to improve work habits, attitudes and self-concepts
- Counseling services related to attendance, drugs, home problems if these problems are directly related to the individual's inability to succeed in the vocational education program
- understanding the student's special needs, capabilities, and limitations, and demands of the classroom and job.
- the ability to recognize one's own counseling limitations and the need for further referral.

Personnel who may possess one or more of the competencies for vocational counseling include:

Suggested Personnel

- vocational or school guidance counselor
- special education personnel
- school psychologist
- community mental health personnel
- social worker
- vocational rehabilitation staff/consultant
- crisis counselor (hotline, community projects)
- ongoing group counselors both in and out of school
- cooperative education teacher to work on personal relations in the classroom

Specific facilities or materials may be required to conduct adequate vocational counseling, including:

Materials, Equipment, Facilities

- counseling office
- videotape equipment
- job interview kits

TEACHER/PARENT CONTACT

From the beginning of the individualized education program or prescription development process, parents' involvement in designing an educational program is more than encouraged--the law requires school officials to make every effort to have parents participate in individualized education program development. Cooperation and communication between the school and the family must occur to maximize the student's remedial experiences and to enlist family support. Family encouragement can help a special needs student succeed in the vocational classroom.

Suggested Methods of Teacher/Parent Contact

- written progress reports describing the student's program, competencies, and current achievements
- involving the family in supplemental activities
- parent conferences involving various support staff to deal with new problems
- telephone calls to parents as needed
- involvement of parents in school functions and club activities (FFA, FBLA, etc.)
- visits to the family home by the teacher

SECTION IV
Transitional Services

Special needs students face extra problems in the world of work not faced by students without special needs. Many employers have a negative attitude toward having such students working for them. Many are simply uneducated as to the competencies and potential of special needs students. In some instances, jobs suitable to a particular student's needs, interests, and capabilities simply do not exist. This situation requires a special effort from the student's vocational program to place that student in a job that is related to the competencies the student has attained in the classroom and, at the same time, to ensure that the employer is educated and prepared as well as possible to work with each special needs student. A specific job's requirements may dictate a modification of the length of matching student competencies with the skills defined by a job task analysis and seconded by a prospective employer must be dealt with in the vocational classroom.

Students must be placed according to their interests and abilities, regardless of whether the job areas selected have been traditionally sex stereotyped, racially or role biased. Job placement for special needs students often entails an informal job survey, employer counseling, and job development. Sometimes job placement is the responsibility of a specific individual within the school system--for example, a job placement coordinator. The vocational instructor plays an important role in this process. In most instances, the vocational instructor is the important link between the student's classroom experience and the job placement process. Assistance may be sought from the Department of Employment Security and other agencies.

IDENTIFICATION OF JOB OPPORTUNITIES

JOB SURVEY

Job survey is the process of obtaining information on the local community in an attempt to assess the attitude of the local job market toward employing persons with special needs; identify potential placements for special needs students; and identify worker competencies required on specific jobs, specific job demands, and other specific information that will have an impact on the method and content of instruction in the vocational classroom, as well as the types of course offerings made available in the school. At the same time that information is being gathered about the community, the community is being made aware of the vocational program and the students it is producing. Although the job survey is a function of the school administrators, the vocational instructor plays a vital role in assisting in job survey responsibilities.

Many different types of information should be obtained about the community, and through a variety of instruments, including:

Recommended Job Survey Information

- data from previously conducted job surveys, often available from the school or through various community organizations.
- employer surveys to assess the state of employment of special needs students, employers' attitudes toward their hiring, and to identify specific information about jobs that will affect in-class instruction of a special needs student.
- questionnaires to special needs students and the community to determine needs and interests.
- information on the number and types of available jobs in the community.
- demographic surveys on the numbers of handicapped and other special needs persons living and working in the community.

Much of the information being sought is already available and can be obtained by visiting or calling a variety of sources, including:

Suggested Sources of Information

- related school staff
- local placement agencies
- local industry
- National Alliance of Businessmen, local advisory council, and apprenticeship committees
- work-study or cooperative education staff
- current students
- program graduates
- craft advisory committees
- industry training sessions
- State Department of Education
- State Department of Labor
- State Division of Vocational Rehabilitation
- State Occupational Information Coordinating Committee
- other governmental agencies
- the school's guidance or placement offices

Informational functions of the job survey include:

Suggested Informational Functions

- informing parents of special needs students, as well as the public, of the school's program; this can be done through newspapers, service clubs, vocational clubs, Junior Chamber of Commerce, National Alliance of Businessmen, and other organizations.
- sharing information with industry groups, local advisory committees, and the public.

The vocational instructor's role in the job survey for special needs students may include assisting in:

Suggested Vocational Instructor's Role

- identifying potential placements for special needs students.
- obtaining information on job competencies which special needs students possess or can accomplish and information on job demands which can be incorporated into classroom instruction.
- assessing local employer's attitudes toward employing persons with special needs.
- developing good public relations with potential employers to provide a positive view of special needs students.
- providing input to other personnel involved in the job survey process.

Among the many competencies essential in conducting a successful job survey are:

Professional Competencies Required

- ability to research and write public relations materials with the appropriate terminology and tone for dealing with persons with special needs.
- understanding of the privacy restrictions that persons with special needs are entitled to have.
- knowledge of information essential to appropriate job placements for special needs students.
- ability to obtain parental agreement for use of pictures, etc., of specific special needs students.
- ability to identify potential sources of information and to obtain needed information regarding the employment of special needs students.
- ability to be persuasive and informative to the public regarding specific issues and concerns on employment of special needs students.

Some personnel who might be appropriate for participating in the job survey effort include:

Suggested Personnel

- vocational instructor
- job placement coordinator
- work-study coordinator
- cooperative education personnel
- teacher coordinator
- vocational rehabilitation staff

JOB DEVELOPMENT

As mentioned in the introduction to this section, job opportunities specifically appropriate to individual special needs students do not always exist. Job development involves a combination of locating and/or creating work-experience or full-time job opportunities tailored to the individual student. Job development involves three essential components: (1) working with the potential employer to develop job specifications, (2) educating the employer toward working with the individual student, and (3) working with the student to prepare that student for the specific social demands and skills required for the job. If a newly opened industry was looking for two dozen forklift drivers, for example, vocational education staff could perform a task analysis of the job, develop a list of student competencies, and run a short training program at the job site itself.

The vocational instructor is an essential element in these steps. If the instructor is not directly involved in the "legwork" of locating specific job opportunities, then the instructor is the prime communication link between the individual responsible for that task and the potential employer.

The individual responsible for generating appropriate job opportunities for an individual special needs student must specifically:

Recommended Procedures to Generate Job Opportunities

- identify and contact potential employers for special needs students.
- define the specific skills, concepts, and social demands of the job.
- demonstrate to the employer how the special needs student can be an asset to the employer.
- work with the employer to make appropriate modifications for the individual special needs student.
- counsel the employer on specifics of a particular handicap in terms of dealing with it on the job.
- educate the employer about the specific student's competencies and capabilities within the skill area required for the job.
- participate in workshops for members of business and industry which demonstrate how special needs students can fit into specific jobs.
- obtain the support of local service organizations by showing how special needs students can function adequately in the work environment and be assets to any job situation.
- open lines of communication to handle situations **before** they become problems.

The vocational instructor can be involved in these tasks in several ways including:

Vocational Instructor's Functions

- reviewing community and local business needs.
- being willing to offer instruction at decentralized sites with open entry/exit and flexible time frames.

- providing specific information about the student's handicap or disadvantage and competencies and capabilities as they relate to functioning on the job.
- incorporating feedback from the contact person into classroom instruction so that the student receives vocational training geared specifically to a job opportunity.
- helping the student develop interviewing techniques.
- helping the student make career or specific job choices.
- helping the student develop social behaviors required on the job.

Personnel engaged in job development may need to possess the following competencies:

Professional Competencies Required

- adequate verbal communication skills.
- ability to stress the positive attributes of the special needs student to employers.
- understanding of the student's capabilities and limitations.
- understanding of the basic job skills required for a particular position.

Individuals able to fulfill the job development responsibilities include:

Suggested Personnel

- job development coordinator
- vocational instructor
- job placement coordinator
- counselor
- work-study coordinator
- vocational rehabilitation staff

Materials and equipment which may be required for these tasks include:

Materials, Equipment

- telephone
- transportation
- job interview kit

JOB PLACEMENT

The actual task of placing a special needs student on a job is done by specially designated personnel in each school. The vocational instructor may at times, however, be responsible either for assisting in placing the student or for providing critical input into the process. The role of the vocational instructor in this job placement process could involve:

Suggested Vocational Instructor's Functions

- selecting the best potential opportunities to meet a particular student's interests and capabilities.
- arranging the initial interview with the employer and possibly with the student to the interview.
- bringing the employer to school to meet the special needs student.
- consulting with the employer about the upcoming interview in terms of competencies the student possesses.
- preparing other classroom teachers to assist the student with needed job skills.

- facilitating the communication process between the employer and student by sitting in for support.
- enlisting the informal and formal support of school staff in identifying job opportunities.
- bringing private and public employment agencies into the placement process (i.e., CETA and youth employment programs, Department of Employment Security, Division of Vocational Rehabilitation, on-the-job training programs, industry-run training sessions, community and service organizations).
- helping to prepare resumes and letters of reference.
- helping the student to complete application forms whenever necessary.
- reviewing methods of effective interviewing.
- assisting the student in solving job-related transportation problems; for example, taking the student to job interviews, identifying good routes or means of transportation to the job location.
- instructing the student in job-search techniques, including reading want ads and applying to public and private employment agencies.

STUDENT FOLLOW-UP

Special needs students often require continued support and counseling to help them keep their jobs or find new ones. The vocational instructor may be asked to assist in:

Vocational Instructor's Functions

- monitoring a student's performance on the job.
- counseling both the new employee and the employer.
- maintaining positive employer relations.

The goal of job placement is to provide the student with a positive employment experience. If the student continues to fail on the job or to feel disappointed about the job situation, the vocational instructor or other support personnel must counsel the student. Special needs students must be made aware that they are not alone in failing on the job. Many non-special needs students also fail to experience success on the job. If retraining on the job or in the vocational classroom does not work, the instructor and other staff must help the student find a new job.

Information from follow-up surveys can also be used as feedback to the vocational program on its effectiveness in job preparation. Methods of maintaining observation of a student who has left the vocational program include:

Recommended Follow-Up Methods

- regularly scheduled on-site visits.
- student questionnaires.
- employer questionnaires.
- student interviews at school.
- ongoing "how to maintain a job" clinic or counseling (cooperative education, work-study).
- application of student/employer feedback regarding the vocational program's effectiveness in job preparation.

In order to effectively conduct student follow-up, personnel must possess:

Professional Competencies Required

- an understanding of the needs of both the employer and the special needs student and the ability to mutually satisfy those needs.
- knowledge of the special needs student's abilities and limitations and the demands of the job.
- adequate communication skills.

Qualified personnel include:

Suggested Personnel

- job placement coordinator
- vocational instructor
- work-study coordinator
- vocational counselor
- vocational rehabilitation staff
- teacher coordinator

SECTION V
Corrective and Other Supplemental Services

Sections II, III, and IV of these Guidelines outlined supplemental services that relate directly to maximizing a student's instruction within a regular vocational program and helping the student to obtain employment. Some problems encountered by special needs students, particularly physically related problems, may not be able to be met through these services and must be referred to other sources of support designed specifically to deal with them. Some of these sources of support may be found within the school, whereas others are found outside the school system. However, students with special needs are entitled by law to the services which these sources provide.

Public Law 94-142 outlines corrective supportive services which handicapped students in particular may receive. These services are geneally covered under special education funds;

Public Law 94-142 outlines corrective supportive services which handicapped students in particular may receive. These services are generally covered under special education funds:

Corrective Supportive Services

- audiology
- early identification
- medical services
- occupational therapy
- physical therapy
- psychological services
- school health services
- social work services in schools
- speech pathology

Other supportive services specifically available under vocational education include:

Other Supportive Services

- transportation for students to attend:
  --vocational program outside school
  --day/residential school/sheltered workshop
  --vocational evaluation center
  --pre-vocational career awareness activities
- technological aids and devices
- stipends for students to continue or encourage education
- dependent child care

Numerous federal, state, and local organizations and agencies provide a variety of supportive services which are not applicabel to be designated as excess cost activities under vocational education, but which may be offered without cost to local schools. These services include:

Some Specific Outside Supportive Services

- vocational evaluation
- methods for working with physically handicapped people (especially the vision impaired)
- unique training methods in craft programs
- vocational assessment/evaluation
- methods for working with the physically, emotionally, and mentally handicapped
- work-experience programs
- sheltered workshop experiences
- methods for training severely handicapped children.

Some sources of these and other services are listed in the Appendix.

The role of the vocational instructor is to identify students with special needs that require assistance from outside services and make appropriate contacts for referrals to ensure that the student receives

needed services. As with all supplemental services, vocational instructors must learn to recognize unusual situations within the classroom, what their limitations are in terms of handling these problems within the classroom, and what support options exist outside to help a particular problem. It is **not** the responsibility of the vocational instructor to make referrals directly to a particular service--e.g., to a hearing specialist. It is the instructor's responsibility, however, to know that such services do exist and recommend that the student might be in need of a particular service. Referrals of suspected problems (which may be identified according to the guidelines specified in the Identification of Students section) should be referred to appropriate in-school personnel--i.e., school nurse, guidance counselor, health professional, or school administrator.

APPENDIX

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Access: The Guide to a Better Life for Disabled Americans. Lilly Bruck. Random House, Inc. (David Obst Books), New York, 1978.

A Survey of Medicine and Medical Practice for the Rehabilitation Counselor. Jean Spencer Felton, M.D. U.S. Department of Health, Education and Welfare, Social and Rehabilitation Service, Rehabilitation Services Administration, Washington, D.C., 1966 (reprinted 1969).

Medical Information for Human Services Workers. Kenneth W. Hylbert. Counselor Education Press, State College, Pennsylvania, 1976.

An Illustrated Handbook of the Handicapped Section of the North Carol[illegible]a State Building Code. Ronald L. Mace. The North Carolina Building Code Council and the North Carolina Department of Insurance, Raleigh, North Carolina, 1974.

Functional Aids for the Multiple Handicapped. Isabel P. Robinault, ed. Harper & Row, Hagerstown, Maryland, 1973.

SUGGESTED SOURCES OF WRITTEN AND AUDIOVISUAL MATERIALS

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Vocational Instructional Materials for Students with Special Needs, 1972. Vocational Instructional Materials for Teachers of Students with Special Needs, 1972. Northwest Regional Educational Laboratory, 700 Lindsay Building, 710 S.W. Second Avenue, Portland, Oregon 97204.

Vocational Education Resource Materials: Handicapped and Special Education 1972. Center for Studies in Vocational and Technical Education, University of Wisconsin--Madison, Madison, Wisconsin 53706.

Cedar Lakes Curriculum Laboratory, West Virginia

Individual Resource Centers at each school.

American Printing House for the Blind, 1938 Frankfort Avenue, Louisville, Kentucky 40206.

National Center on Media and Materials for the Education of the Handicapped, The Ohio State University, Columbus, Ohio 43210.

SAMPLE LISTING OF OUT-OF—SCHOOL SUPPORT AGENCIES

The following is a list of preliminary findings of National, State, Local, and School agencies providing services to persons with disabilities.

NATIONAL:

The Arthritis Foundation
National Easter Seal Society for Crippled Children and Adults
United Cerebral Palsy Association, Inc.
United Epilepsy Association

Rehabilitation Services Administration, Department of HEW
American Occupational Therapy Association
American Physical Therapy Assoication
Federation of the Handicapped
Institute of Physical Medicine and Rehabilitation
International Society for Rehabilitation of the Disabled
Muscular Dystrophy Association of America, Inc.
Nationa Association of the Physically Handicapped, Inc.
National Committee for Careers in Vocational Rehabilitation
National Paraplegia Foundation
The National Safety Council
American Speech and Hearing Association
American Foundation for the Blind, Inc.
American Printing House for the Blind
American Coalition of Citizens with Disabilities
Better Hearing Institute
Blinded Veterans Association
Bureau of Community Health Services
Bureau of Education for the Handicapped
Clearinghouse on the Handicapped
Cripled Children Services
National Association of the Deaf
National Association of Concerned Veterans
National Council for Homemaker-Home Health Aid Services
Services for Crippled Children

STATE:

Division of Vocational Rehabilitation
West Virginia Awareness Counselor
Multiple Sclerosis Society
Schools for the Deaf and Blind
Bureau of Vocational, Technical and Adult Education
United Cerebral Palsy
Lions Sight Conservation Foundation, Inc.
University Extension Service
Veterans Administration
Department of Welfare

COUNTY OR LOCAL:

Mental Health Center
District Office--Vocational Rehabilitation
Society for Crippled Children and Adults
Early Childhood Development Clinic
Parenting Education Resource Center
Adolescent Parent Program
Sheltered Workshops
Easter Seal Treatment Center
Awareness Center
Art Therapy--Local Hospital
Community Action Agency
Speech Pathology--Local Hospital
County Chapter--Arthritis Foundation
County Council for Exceptional Children

County Heart Branch
County Chapter for Exceptional Children
County Heart Branch
County Chapter American Cancer Society
County or District Epilepsy League
County Association for Retarded Citizens
County Diabetic Association
County Muscular Distrophy Association
Ostomy Society
Center on Alcoholism and Drug Abuse
Family Services
Meals on Wheels
Human Growth Foundation
Personal Care Home Association
Lung Association
Speech and Hearing Center
Crippled Children's Services
Curriculum Improvement Center
Head Start
Preschool Project for Parent Understanding of Student Handicaps
Allergy Rehabilitation Foundation
Career and Personal Counseling Center
Vocational Rehabilitation Center
Cerebral Palsy Clinic
Early Intervention Center
County Epilepsy Association
March of Dimes
County Multiple Sclerosis Society
County Human Problems Center
County Aging Program
County Nutrition Program for the Elderly
Salvation Army

SCHOOLS:

Special Programs Director
Speech Therapist
Behavior Disorders Personnel
Learning Disabilities Personnel
Homebound Program Teachers for Physically Handicapped
School Psychologist
Teachers of Mentally Retarded Students
Teachers of Gifted Students
Audiologist
Teachers of Hearing Impaired Students
Teachers of Visually Impaired Students